

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

005 Academy of Earth and Space Science

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: PANTHER Academy
Chief School Administrator: DR.DONNIE EVANS	Principal: Gregg Festa
Chief School Administrator's E-mail:devans@paterson.k12.nj.us	Principal's E-mail: g festa@paterson.k12.nj.us
Title I Contact: MARGUERITTE SULLIVAN	Principal's Phone Number : 973-321-2291
Title I Contact E-mail:msullivan@paterson.k12,nj.us	

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participate d in Plan Developme nt	Participated in Program Evaluation	Signature
Gregg Festa	Building Administrator	X	X	X	
Bell	Teacher	X	X	X	
Higgins	Supervisor	X	X	X	
Black	Parent Coordinator	X	X	X	
Coxen	Teacher	X	X	X	
Davis	Guidance	x	x	X	
Kelly	Guidance	x	x	x	
Doerr	SPED Teacher	x	x	x	
Black	PTO	x	x	x	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment and Schoolwide Plan development. *Add rows as necessary.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
7/23/14	Central Office	Needs Assessment/Plan Development	X		X	
11/24/2014	Panther	Professional Development	X		X	
12/18/2014	Panther	Community Engagement/ PTO	X		X	
1/22/2015	Panther	Professional Development/ScIP Teamn	X		X	
2/19/2015	Panther	Design Team Meeting, community engagment.	X		X	
2/19/2015	Panther	Design Team Meeting	X		X	
3/2/2015	Panther	Community Engagement/ PTO/ Career Day	X		X	
4/22/2014	Panther	Professional Development/ ScIP Team	X		X	
4/29/2014	Panther	Community Engagement/ PTO	X		X	
5/28/2015	Panther	Professional Development/ ScIP Team	X		X	
6/4/2014	Panther	Community Engagement/PTO	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

6/11/2014	Panther	School wide plan	X		X	
-----------	---------	------------------	---	--	---	--

School's Vision

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here? The purpose is to prepare students to succeed in postsecondary majors related to the earth and space science fields. Students will be provided an opportunity to pursue rigorous courses throughout the curriculum with a focus on STEM.
- What are our expectations for students? Students will be successful in postsecondary majors in fields related Earth and space science. Students will develop the necessary skills that will allow them to succeed in science related majors through developing laboratory skills, mathematical skills, and research skills through their rigorous course work.
- What are the responsibilities of the adults who work here? The staff are expected to maintain high expectations for the students and provide rigorous course work that will prepare them for postsecondary work. Further, teachers will be expected to use data drive instruction and determine effectiveness. Lastly, all staff members are expected to promote a school culture that stresses respect, responsibility, and relentless drive toward postsecondary success.
- How important are collaborations and partnerships? The collaborations are extremely important to the Academy of Earth Space's mission. Currently, we have established relationships with Passaic County Community College and Montclair University to provide students with resources and instruction that will prepare them for college. Additionally, partnerships have been established with Great Falls National Park, Pillar College, and Stevens' University. These recent partnerships are vital to developing rigorous a curriculum that will develop 21st century skills.
- How are we committed to continuous improvement? Commitment to continuous improvement is fostered by, but not limited to:
 - Learning Walks and Feedback
 - Review and discussion of lesson plans
 - Establishment of Professional Learning Communities
 - Review and discussion of all forms of data
 - Review of student work
 - Use of rubrics
 - Development of community partnerships

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

What is the school's vision statement?

Panther Academy of Earth and Space Science is a school of choice for Paterson's high school students. Because of the academic and life skills they developed at Panther, we expect all students will graduate and go on to complete college. Most of our graduates will major in science or engineering fields; the staff will create an educational experience where all students will acquire the necessary skills to be active citizens and workers in a culturally-diverse, American democracy within a technical, 21st Century global economy. Our graduates will break the minority achievement gap while in high school, and go on to break the minority representation gap in science, math, and engineering career fields. While at Panther the students will be immersed in technology to provide them the skills and to compete in a 21st century college program.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of 2013-2014 Schoolwide Program

1. Was the program implemented as planned? Yes, the strategies and practices were implemented as planned. However there were challenges with logistics. A successful strategy was the implementation of a 1:1 chromebook program, a result of the program was increase in student centered learning, individualized instruction, and a dramatic increase of student work presentation. Additionally, PANTHER successfully implemented a program to increase the number of schoolwide student presentation assessemblies.
2. What were the strengths of the implementation process? The strengths would include the level of commitment to increase achievement on both the part of the students and faculty.
3. What were the barriers or challenges during the implementation process? Purchasing procedures slowed momentum, additionally, assessment requirements consumed a large amount of time and fiscal resources.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? An apparent strength of the plan was a focus on teacher centered professional development, prior to implementation of the plan, while a more logistics could have executed with more fidelity, had there been more time to react to changes in staffing.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The plan was presented to parents in a community forum the prior school year. Additionally, other stakeholders provided evidence of success from other school districts implementing a similar plan.
6. What were the perceptions of the staff? Considering the fact that the faculty and staff take great pride in being members of this family and constantly striving to increase student achievement, they were quite receptive to moving forward.
7. What were the perceptions of the community? The community has very high expectations for PANTHER. Therefore, continued support and encouragement is maintained from the community.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) The programs implemented are on-going and are in place. In spite of district reorganization efforts, the faculty of PANTHER remains relatively consistent. In as much as the programs which are in place are designed by the faculty based upon the researched based strategies of instruction that they bring to the class. The students and parents also are familiar with the programs we implement. The community is aware because of the public relations efforts, school website, brochures, etc.

SCHOOLWIDE COMPONENT: EVALUATION

9. How were the interventions structured? The interventions were and continued to be in required course work, or provided through after school programs. Students were offered opportunities to participate in the HSPA program, additionally, students were provided opportunities to participate in other program such as Accuplacer prep and Gear Up offered through PCCC.
10. How frequently did students receive instructional interventions? Students receive instructional interventions daily.
11. What technologies were utilized to support the program? Program support came from instructional software such as READ180, Math Flash, I need a pencil.com, student response systems (clickers). Additionally, each classroom was outfitted with chromebooks so all students would access to a chromebook in each class. All instructional spaces have interactive whiteboard technology on which teachers have been thoroughly trained.
12. Did the technology contribute to the success of the program, and if so, how? Definitely, integrating technology gives students differentiated instruction to enhance their particular learning styles. It also contributes to greater student engagement and involvement in the learning process. Since today's students are so very tech savvy, technology also provides a sense of comfort and familiarity to students.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	8	7		
Grade 12		3	Saturday HSPA Program and writing Across the Curriculum Program in all content areas. Analysis of the results from the STAR Assessments administered throughout the year provided teachers specific skill areas in which students needed support. Century 21 offered academic assistance to students after school hours. Teacher directed professional development relating to reading strategies was offered to staff.	The Saturday HSPA program and afterschool program were lightly attended. The STARS data was not available on all students because logistical issues prevented many students from being able to take the first round. There were also multiple vacancy gaps throughout the year in the ELA subject area.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				

SCHOOLWIDE COMPONENT: EVALUATION

Grade 6				
Grade 7				
Grade 8				
Grade 11	20	27	Students were provided with math instruction daily, intensive math sessions for the month prior to the administration of the HSPA. Students were provided a Saturday HSPA program. Students were also provided academic assistance in an afterschool program (Century21), and were provided access to math tutors at PCCC. Analysis of the results from the STARs assessments administered throughout the year provided teachers with specific skill areas in which students needed support.	Many students did not attend HSPA, or take advantage of the after school program and PCCC tutors.
Grade 12	10	11	Students were provided with math instruction daily. Students were provided a Saturday HSPA program, afterschool assistance in an afterschool program (21 st Century) and were provided access to math tutors at PCCC. Twelfth graders were provided AHSA prep class along with the standard math curriculum.	The AHSA class and tutoring availability provided the additional instructional time needed for success.

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2011-2012	2012-2013	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				

SCHOOLWIDE COMPONENT: EVALUATION

Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Credit Recovery Lunchtime tutoring HSPA Preperation Targeted Interventions	ELA	Yes	Pre and post benchmarks reflect increase of 10%	Star assessments- Grades 9-12 Unit Assessments –Grades 9-12 HSPA- Grades 11-12 SGO Assessments.
Use of Rubrics SAT Prep class Lunchtime tutoring HSPA Saturday Prep	Mathematics	No	Increase of rubric scores from 1-2	Star assessments Grades 9-12 Unit assessments Grades 9-12 HSPA Grade 12
AHSA/SRI Preparation	ELA/Math	Yes	LAL increase of 1 point from pre-test 75% improvement in performance on ASHA tests.	Star assessments – Grades 9-12 Unit assessments – grades 9-12 22 out 23 successful EPP submissions.
Differentiated Instruction	LAL/Math/Science /Social Studies	Yes	Success on standardized test, district benchmarks and classroom performance	Star Assessments- Grades 9-12 Unit Assessments – Grades 9-12
Read 180	LAL	Yes	Improve reading lexile scores by at least 150 points after interventions	HSPA Grade 11 All SPED students passed ELA, two of the 10 SPED students were unsuccessful on the 2013 HSPA in mathematics. All 11 th grade successful in LALA Star assessments – Grades 11-12 Unit Assessments in Grades 9-12
	Students with			

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	Disabilities			
	Homeless/Migrant			
	ELLs			

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
HSPA Test Prep	ELA	Yes	HSPA Scores Attendance rate	84.4% passed ELA portion of HSPA STAR assessment scores.
HSPA Test Prep	Mathematics	No	HSPA Scores Attendance rate	22 of 23 students submitted passing EPP's
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2012-2013

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Guided Inquiry strategies Differentiation of Instruction Digital Multiple Response Strategies and data collection. Accountable talk (IFL)	ELA	Yes	Star Assessments Survey responses Unit Assessments Lesson plans Walkthroughs	Increased HSPA and Star Assessment Scores Increased student participation and engagement
Differentiation of Instruction Digital Multiple Response Strategies and data collection.	Mathematics		Star assessment Survey Responses Assessments Walkthroughs, Lesson plans	Increased Star Assessment Scores Increased student participation and engagement
Differentiation of instruction Digital multiple response strategies and data collection.	Students with Disabilities			Increased Star Assessment Scores Increased student participation and engagement
	Homeless/Migrant			
	ELLs			

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
---------------	-----------------------------	--------------------------	--	--------------------------

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Planetarium night Back to school night Report card distribution night New student parent oreintations ParentLink communications Use of social media	ALL	Yes	Sign in sheets Parent/student handbooks Parent monthly newsletter Climate surveys	Increase in awareness by parents of attedance policies Increase in the distribution of student report cards Increase in awareness of curriculum offereings and school policies
	ELA			
PCCC STEM tutors	Mathematics	Yes	Sign in sheets Star assessments Quarterly grades	Increase in Star assessments Increase in quartely mathametic grades
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . ”

2014-2015 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	HSPA Read 180 STAR Quartely Grades	The 12 th grade October 2013 Language Arts tested 5 students and 2 valid scores were proficient. The 11 th grade March 2013 Language Arts test 45 students- 7 (15.6%) were partially proficient, and 84.4%% were Proficient. 11 th and 12 th grade equivilancies of 7
Academic Achievement - Writing	HSPA Benchmark Assessments	
Academic Achievement - Mathematics	HSPA Benchmark Assessments STARS assessments	22 of out 23 students submitted passiing EPP's 30% of 9 th graders scored below GE in STARS 60% of 10 th graders scored below GE in STARS 48% of 11 th graders scored below GE in STARS 60% of 12 th graders scored below GE in STARS
Family and Community Engagement	Parentlink Messages CAPA Report Report Card Night Attendance	Student attendance above 96%

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	Academy Fair Climate surveys	
Professional Development	Teacher Survey Professional Development Plans In-Service days for teachers and administrators SCIP	90% of teachers observed utilized strategies from workshop. 90% of staff attended in house PD offerings 10 in house teacher conducted PD sessions offered 10 Teachers presented at professional conferences
Homeless		
Students with Disabilities	HSPA Easy IEP	
English Language Learners	HSPA ACCESS Test	70% improved ACCESS by 3%
Economically Disadvantaged	Title 1 Data	
School Climate and Culture	CAPA Report	
Leadership	CAPA Report	
School-Based Youth Services	Centrury 21	

2013-2014 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment? The academy used a variety of sources, including State test scores, district benchmarks, teacher assessments and the ACCESS test for ELL students. These tools are all used to identify the needs of our students. Additional feedback from staff, parents and students focus groups as well as weekly Grade Level Meetings was used to assess students need. PANTHER Academy focused on providing higher academic achievement. PANTHER Academy has and will continue to maintain a safe and caring school, meaningful parent and community involvement. We are also committed to use data as the driving force to improve student achievement while tying that achievement and improvement instruction to New Jersey Core Curriculum Standards.
2. What process did the school used to collect and compile data for student subgroups? State and local assessments are used to collect data. The data includes variables such as gender, ethnicity, ELL and Sped.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

3. Data is disaggregated using Performance Matters, as well as other forms of data collection and shared. Performance matters, provides real time data which is at the disposal of all teachers. Students' in need of targeted interventions are identified through Performance Matters. Quarterly benchmark assessments (Unit Assessments) are also disaggregated and targeted skills are identified. The School Leadership Committee and Professional Learning Communities meet regularly throughout the year to review and analyze data. Modifications are made to ineffective strategies and suggestions for improvement implemented.
4. How does the school ensure that the data used in the needs assessment is valid and reliable? The data is valid and reliable because it is scientifically based and administered consistently to all students. Formative and summative assessments are used to measure academic success. Diagnostic assessments provide additional information that pinpoints areas of weakness. All testing tools are analyzed to provide targets which will determine program planning and evaluation. State approved rubrics, test scores, pre- and post- tests give a valid score. The most recent HSPA scores provide feedback identifying the areas and skills to be targeted.
5. What did the data analysis reveal regarding classroom instruction? The data revealed that professional development, coaching and curriculum redesign is needed to address instruction focus to improve test scores on the HSPA, PARCC , STARS, and Unit Assessments. Monitoring of skills more closely in shorter intervals is necessary to address academic deficits. Students' basic mathematics skills should be addressed. Beginning in grade 9 intensive support and remediation needs to be given, i.e. Read 180 and PMI (Progressive Mathematics Initiative) Extended Year Algebra 1. Writing across the Curriculum is needed to improve writing skills.
6. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data revealed the much of the professional development was beginning to show its affectivenss, but indicates further professional development is needed to continue the success.
7. How does the school identify its educationally at-risk students in a timely manner? The following methods are used to identify students as at-risk:
Intervention and Referral Service (I&RS), grade level meetings, progress reports, report cards, parental concerns, school records and other pertinent information. The I&RS team meets to develop a plan. The plan is reviewed with teachers and parents to implement strategies. Meetings occur monthly, throughout the year, to track implementation of the recommendations and successes of the plan. If necessary, adjustments of the plan are made and implemented.
8. How does the school provide effective assistance to its educationally at-risk students? Educationally at risk students are provided with interventions /assistance including counseling , extended day programs, explicit interventions with guidance counselor, SAC, parent teacher meetings, individual contracts, participation in sports and extracurricular activities, clubs ,community service projects and assigned mentors .Other service available are: District Alternative Education Procedure, Dual Enrollment with the local community college (PCCC), Teacher and peer tutoring, participation in the Paterson Youth Council, Workforce Investment Board: 21st Century Community Learning Centers (CCLC),Mentoring Programs/Faith based intervention and Community Service – as a graduation requirement.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

8. How does the school address the needs of its migrant students? N/A
9. How does the school address the needs of its homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Staff meets weekly to assess student achievement in all grade and content areas. Teachers use STARS assessments screening reports to identify at risk students, as well as targeted intervention skills identified in those reports. In service time is used to focus on development of learning objectives as well as effective use of DOL's (demonstrations of learning). Spot observation reports are used to identify any areas in need of improvement as well as areas of strength. Those observations serve as suggestions for planning to improve instruction.
11. How does the school help its student's transition from preschool to kindergarten, elementary to middle school and/or middle to high school?
N/A
12. How did the school select the priority problems and root causes for the 2014-2015 school wide plan?
For the priority problems #1 and 2 ; Student achievement is the non negotiable driving force.
Language Arts Literacy and (2) Mathematics. Test scores and graduation requirements are the two main factors.
All priorities are aligned with the Superintendent's Strategic Plan, which emphasizes (1) Effective Academic Programs, (2) Safe, Caring and Orderly Schools(3) Efficient and Responsive Operations 4)Building Community and Parental Engagement.
Priority # 3; Attendance will be a district priority for all high schools.

2014-2015 Needs Assessment Process ***Description of Priority Problems and Interventions to Address Them***

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Increaseing Acheivement in mathematics	Increasing acheivement in Language Arts Literacy
Describe the priority problem using at least two data sources	Studentare not earning proficient on the unit assessment exams. Students are testing below grade level on the Stars assessments, 50% of our students are below the 50 th percentile in math.	Students are not earning proficient or advanced proficient on the Unit Benchmark Assessments or At/Above Grade level on the Star Assessments in Langague Arts. The mean grade level equivalency I

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

		below 7 th grade and 85% of the students are below the 50 th percentile.
Describe the root causes of the problem	Students are entering grade 9 with below grade level math skills. Many of the students enter high school with a language barrier and we do not offer a full service ESL program.	General education student are entering Grade 9 with below average reading skills. Many of the students enter high school with a language barrier and we do not offer a full service ESL program.
Subgroups or populations addressed	All student population.	All students
Related content area missed	All content areas	Reading comprehension and writing.
Name of scientifically research based intervention to address priority problems	<u>Extended Year Algebra/Algebra 1</u> -Differentiating Instruction Differentiated instruction means matching instruction to meet the different needs of learners. To deliver the wide range of instruction required to accommodate differing levels of learners in a classroom, teachers must use data-informed, small group instruction designed specifically to meet students' needs (Kosanovich, Ladinsky, Nelson, Torgesen, 2006). -Grouping Students According to research on grouping students, implementing small group differentiated instruction in the classroom leads to an increase in reading achievement (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996; Mathes & Fuchs, 1994; Moody, Vaughn, & Schumn, 1997).	<u>Strategic Reading-180</u> -Instructional Routines Every instructional routine is organized in an "I do, we do, you do" format. In "I do" format the teacher explains and models the task In "We do" the teacher and students practice the task together with scaffolding from the teacher. In "you do" students practice the newly learned skill independently. (Carnine, Silbert, Kame'enui, Tarver, & Jungjohan, 2006) -Self-Regulated strategies – (Reading) Self-regulation instruction can be better integrated within academic learning (E.g. reading or mathematics) and wotjom cognitive and motivational processes (Boakaerts & Cascallar, 2006). For example, two meta-analysis of effective instructional practices (Hattie, Biggs, & Purdie, 1996;) Showed that learning skills training was effective when students were meta-cognitively

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

		aware and used self-regulation strategies to support their learning.
How does the intervention align with the Common Core State Standards?	The CCSS raise the expectation in the classroom and require schools to teach students problem solving skills and develop creativity 21 st century skills.	The CCSS raise the expectation in the classroom and require schools to teach students problem solving skills and develop creativity 21 st century skills.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Students are in need of informed mentors and or advisors to meet with them on a regular basis to assist them with accessing all of the resources that the school and community have to offer.	More than 20% of the students have accrued more than 15 unexcused abences throughout the school year impacting their ability to improve their acheivement, and ultimately affecting graduation rates.
Describe the priority problem using at least two data sources	There were over 25 student suspensions in 2013-2014 school year, many students were suspended more than once. Also, teachers and attendance records have indicated that cutting is a problem affecting academic performance, many students cut class when they feel that the have fallen behind and are not aware of what resources they can access to regain academic success.	In 2015 more than 20% of the population accrued over 25 abences.
Describe the root causes of the problem	Many of students lack a connection to the school, and fail to the see the school as an institution that that exists to serve them and benefit them.	Students lack transportation and often juggling responsibilities outside of school. Many students had difficultly attending the early classes.
Subgroups or populations addressed	All students will be addressed, but a priority focus will be given to students that present a risk of not graduating or receiving multiple suspensions.	All students will be addressed, but a priority focus will applied to student demonstrating chronic absences.
Related content area missed	Establish a T.E.A.M approach, (Teacher empowered as mentors), where teachers will be trained to serve as mentors to a small population of about 10 students. The teachers will be available to answer questions from students, and be there “go to” support system. Futher, mentor’s will alert student support personel of any interventions that may be required. These mentors will be especially important with working with the incoming freshmen, who are often overwhelmed by the high school expereince.	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Name of scientifically research based intervention to address priority problems	<u>Advisory/mentorship</u> High school studnets have a arry of pressure and adjustments to make that can often be overwhelming, developmentally, many students are unprepared to handle such pressures. (Montemayor, Adams, & Guilotta, 2000). The introduction of a mentor program has been shown to reduce failure rate and increase particatipation in extra-curricular activies such as sports and clubs, and an overall increased positive attitude towards school. (Lambert, 2005)	Review attendance data identify students who chronically absent (over 10 days) Meet Montly to discuss and address chronically absent students. Ensure that attendance is input at a specific time daily. Plan and invite parents to school meetings by cohort designation regarding school attendance polices and possible repercussions for lack of school attendnace. Announce montly student attendances at faculty meetings, in homeroom announcements, send home a parent link message at the end of the month to report status and encourage attednacne daily. Meet with students and parents using attendnace policy guidelines. Mentors will also monitor the attendance of their cohort and encourage the students to improve (Lambert, 2005)
How does the intervention align with the Common Core State Standards?	The TEAM intervention will primarily address standard 9.1 21 st century life skills,particluary 9.1C which address teamwork and collaboration. Additionally, as student utilize the mentors they will have access to tools that will result in academic success across all subject areas and NJCCCS standards.	The intervention assures that students will increase their attendance and therefor increase their exposure to instruction related to the CCCS.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
HSPA Preparation Targeted interventions Test Preparation	LAL/Math	11 th Grade	All stakeholders	Pre and post benchmarks will reflect increase of 10%	Bloom,1984; Linn, 2002
Use of Rubrics	LAL/Math	9-12	All stakeholders	Increase of Rubric scores in math from 1-2,	Marzano, 2001
Online Learning Lab	LAL/Math/Science	9-12	All stakeholders	Greater passing rate of classes, increased graduation rate.	
AHSA/SRI Preparation	LAL/Math	12 th grade	All Stakeholders	LAL increase 1 point from pre-test . 75% improvement in performance on ASHA/SRI Tests	Bloom ,1984:Linn,2002
		Homeless Migrant			
Cooperative Learning & Summarizing and Note taking	LAL	ELLs	All Stakeholders	Success on ACCESS, report cards and progress reports.	Classroom Instruction That Works with ELL - Hill, Flynn, 2006
Pacemaker mathematics skills Targeted Mathematics		Students with Disabilities	SPED Teachers and students	Report cards, progress reports, district benchmarks and standardized tests	Garner, 2010; Bryk &Schneider, 2006

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Courses					

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Freshmen Orientation	LAL/Mathematics	9 th Grade	All stakeholders	Students report cards , progress reports	WWC, Beckett, Borman, Capizzano, July 2009
Multiple Response Strategies	All Core Classes	9-12	All stakeholders	Students report cards , progress reports, increased class participation	Checking for Understanding: Formative Assessment, Nancy Frey,2007.
*21 CCLC	All Core Classes	9-12	Tutors, teachers, and students	Report cards, progress reports	WWC, Beckett, Borman, Capizzano, July 2009.
		Homeless Migrant			
Targeted Math courses to support struggling students	Mathematics	ELL/ Students with Disabilities	All stakeholders	Teachers assessments, increase of 10% in targeted students.	Hill, Flynn, 2006.
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

2014-2015 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
To improve content knowledge and instructional delivery	LAL/Math	All students	All stakeholders	Lesson plans ,Spot observations, student activities /work student engagement.	Firestone & Rehl, 2006.
To develop and expand connections with students, to improve attendance	LAL/Math/core classes	All students	All stakeholders	Suspension rates, attendance, class performance	Marzano, 2007.
Workplace Readiness	Careers	All students	All stakeholders	Students will participate in College visits and be prepared to make career decisions based on information. Students will plan and apply to colleges which reflect career choices. A STEM career day will be held in March, where 10 th graders will have the opportunity to meet with professionals from STEM fields. Space Day will expose all students to careers in STEM.	Kemple & Snipes 2000; Kemple 2004

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Create a positive learning environment by motivating students, (differentiated instruction, cooperative learning, schoolwide exhibitions of student work)	LAL.Math/Science Social Studies/PE/Music/Art/	ELL/ Students with Disabilities All students	All stakeholders	Suspension rates, attendance, student engagement	Bloom 1984; Goodlad, 1984; Anderson & Krathwohl, 2001.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2013-2014 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent workshop in reading strategies	ELA	All Students	Parent Coordinator	80% of the students demonstrate using reading strategies seen in journals and portfolios.	Parent workshop in reading strategies good reader use
Digital learning tools and digital citizenship	ELA /Math / Humanities	All Students	Parent Coordinator	70% Increase in basic Mathematic skills understanding such as adding and subtracting, multiplying and dividing as seen in teacher assessments.	Use of Brite links in the classroom, Use of chromebooks in classroom.
College process workshop	All	All Students	Guidance	90% of the students hand in homework. 90% of students participate in SAT.	College process workshop
Parent workshop on the importance of homework-	Students with Disabilities	yes	Sign in sheet Agenda Speaker notes	90% of the students submit homework.	Parent workshop on the importance of homework- and at home learning.
NA	Homeless/Migrant	NA	NA	NA	NA

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2013-2014 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University , and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.
- 2.** How will the school engage parents in the development of the written parent involvement policy? Parents will be engaged in the development of their parent involvement policy via school based PTOs , District-Wide PTO Leadership activities and School-based Action Teams
- 3.** How will the school distribute its written parent involvement policy? The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed
- 4.** How will the school engage parents in the development of the school-parent compact? Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.
- 5.** How will the school ensure that parents receive and review the school-parent compact? Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

6. How will the school report its student achievement data to families and the community? NJ State Report Card
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? NA
8. How will the school inform families and the community of the school's disaggregated assessment results? NJ State Report Card
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Invitations will be sent out with time and days.
10. How will the school inform families about the academic achievement of their child/children? Access to parent education programs via the district's Paterson Parent University program which include but not limited to ESL for parents, GED for parents, fatherhood workshops, How to help your child with homework workshops. School-based Parent and Teacher organizations, district-wide parent recognition programs such as Parent of the year breakfasts
11. On what specific strategies will the school use its 2014-2015 parent involvement funds? Strategies will be driven by School-based action team activities that are developed in conjunction with parents, community stakeholder, and school-based staff. In addition, when possible, exposure activities for parent such as local Family College Tours. The school will continue to support access to parent education programs via the district's Paterson Parent University programs, School-based Parent and Teacher organizations, and district-wide parent recognition programs

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Tuition Reimbursement Opportunity for teacher growth through professional development Perfect attendance monetary incentive Opportunities to become a member of stakeholders committee and voice their opinions
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	NA	
	NA	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	NA	
	NA	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition Reimbursement Opportunity for teacher growth through professional development Perfect attendance monetary incentive Opportunities to become a member of stakeholders committee and voice their opinions	Director of Professional Development

SCHOOLWIDE: FISCAL REQUIREMENTS

ESEA (b)(1)(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Budget Pages

School level budget pages in Excel must be completed along with each school's Title I Schoolwide Plan to identify how the Title I, Part A school allocation is budgeted for schools operating schoolwide programs that **do** and do **not** blend their funds

Budget Detail pages and a Budget Summary are available as an Excel program at the following location:

www.nj.gov/education/grants/entitlement/nclb/.

Complete the Excel budget pages for each school and upload the file on the Title I Schoolwide upload screen in the *ESEA-NCLB* Consolidated Application. These budget pages are in addition to the Title I Schoolwide Plan for each school operating an approved schoolwide program.

Budget Detail pages must be signed by the district's Business Administrator.